

# INTRO TO ART

UPPER MIDDLE,  
HIGH SCHOOL  
ART



8

# PROJECTS

A SEMESTER OF  
INTRO PAINTING

# SEMESTER LONG CURRICULUM



This curriculum is geared towards upper middle school and high school art students.



**A focus on painting basics, color theory, color mixing, abstract art, color schemes, landscapes, portraits, mixed media, & more.**



A semester-long course, every day planned.  
Timeline, supply list, first day handouts, and more.



**8 projects over 30 activities.**

# INTRO LEVEL ART

PACKS TYPICALLY INCLUDE:



Lesson plan



PowerPoint presentations



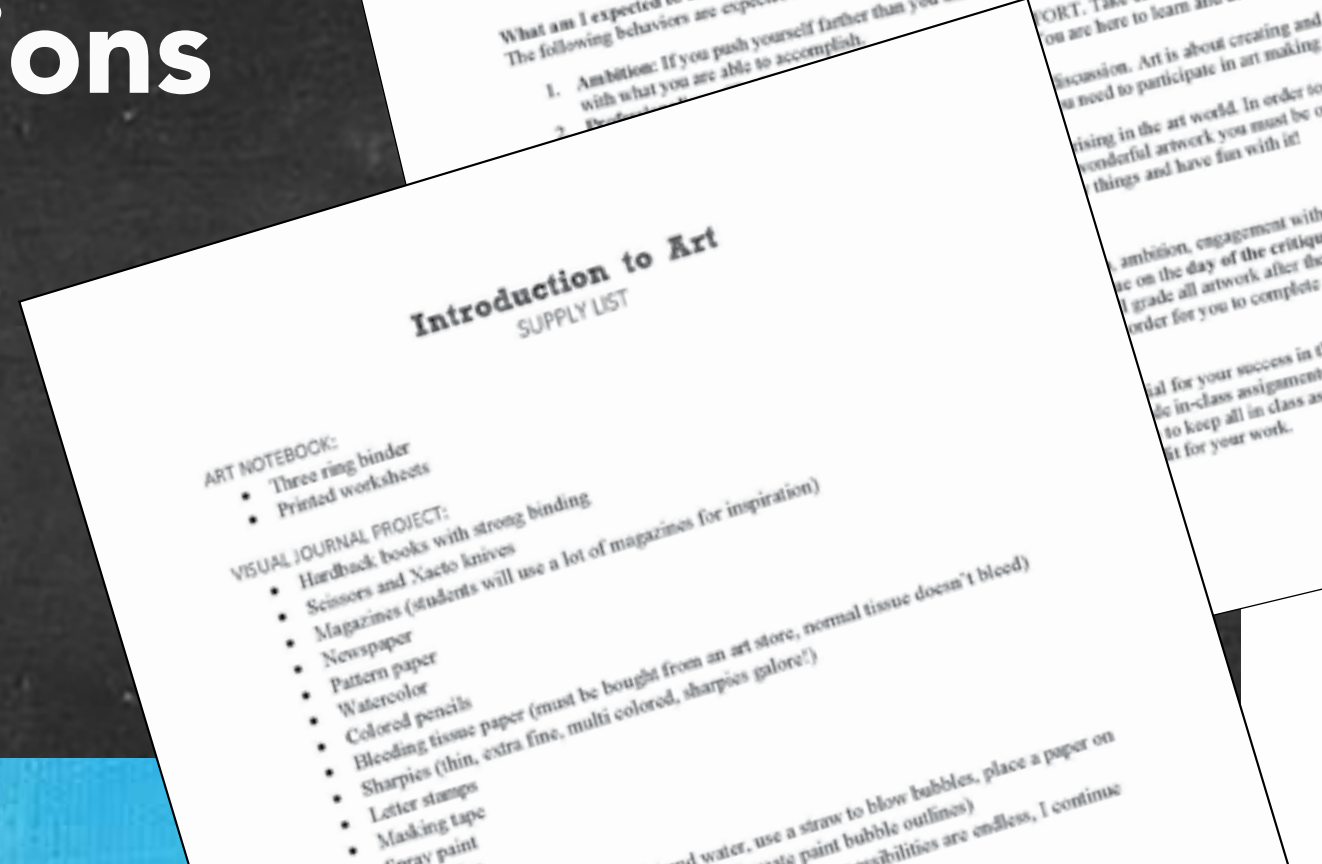
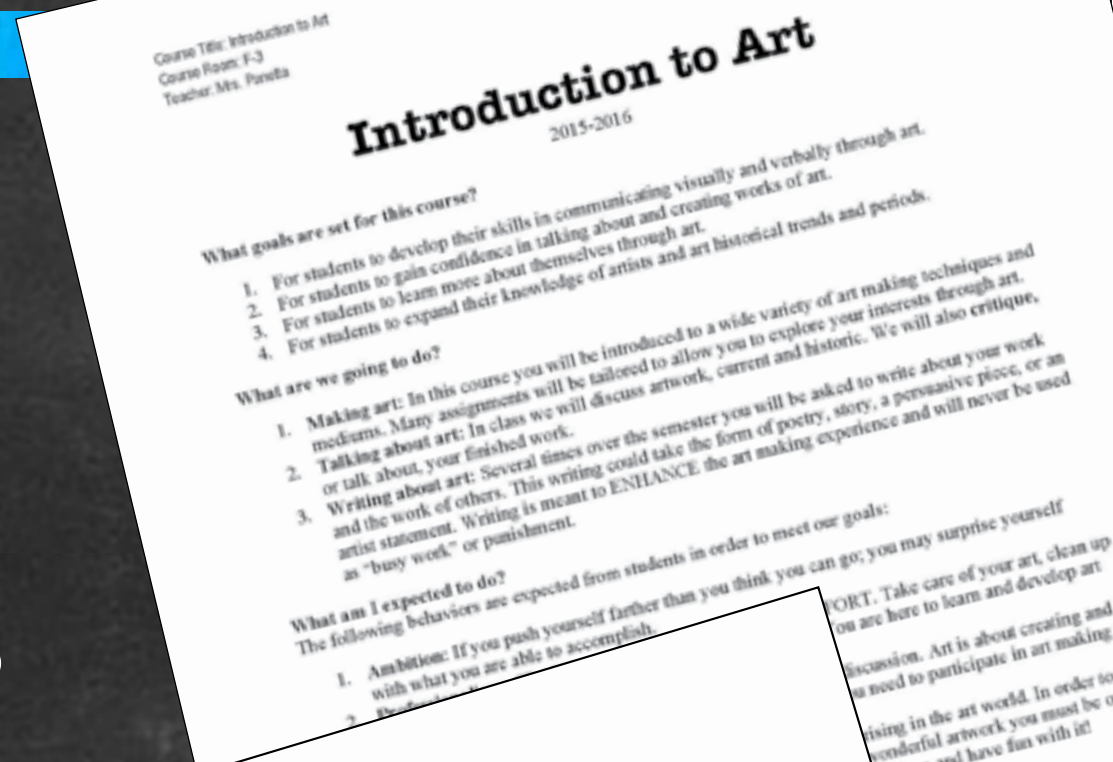
Practice activities



Project instructions



Rubric



# EVERY LESSON PLAN INCLUDES:

- BIG IDEA
- ESSENTIAL QUESTIONS,
- US NATIONAL STANDARDS
- STEP-BY-STEP INSTRUCTIONS
- CLASSROOM SET UP
- TEACHING TIPS

& MORE!

## Color Theory Color Mixing and Color Theory

### BIG IDEA:

- Color Mixing and Color Theory

### ESSENTIAL QUESTIONS:

- What color combinations can you use to create other colors?
- What color combinations work best together?
- What role does color play in Op Art?

### GOALS: For students to...

- Understand how to mix primary colors to create secondary colors.
- Understand the difference between warm and cool colors.
- Learn how to use color in a work of art.

### OBJECTIVES:

- Paint a color wheel.
- Use primary colors to create secondary colors.
- Use secondary colors to create tertiary colors.
- Paint a work of art using color.
- Paint a work of art using color.
- Use color in a work of art.

### STANDARDS:

Middle School

- ART:

IMPLEMENTATION: For a 50 minute class, times may vary.

DAY 1: Introduction to color theory

- Start class by showing the Color Theory Part I PowerPoint
- First they will learn about the basics of color.
- Explain how our eyes see color and have the students participate in the colorblind tests.
- Show them the color wheel and tell them they will try their hand at color mixing by painting their own color wheel.

3+

PAGES EACH

## Introduction to Art Timeline

SEMESTER LONG (18 weeks)

- **PORFOLIO DESIGN/NOTEBOOKS:** 3 days
  - Staple two poster boards together to create a portfolio to keep work in, decorate the portfolio however the students want
  - Make notebooks:
    - Each student has a 3 ring, 1" binder as their Intro to Art notebook. Inside is the table of contents of what should be included and any worksheets, sketches, and rubrics the student completes over the course of the semester. This is checked at the end of the semester for completion as a project grade.
    - Students will decorate a sheet of paper to put on the front of their notebook.
- **VISUAL JOURNAL INTRODUCTION** (semester long activity)
  - Students will have the opportunity to work in their visual journal every Friday.
  - Fridays are treated like a "Free art day." Students can catch up on projects, work on worksheets (elements of art and principles of design), or work in their visual journals. As long as they are working on something art related they can do what they want.
  - Students will be graded on their visual journals at the end of the semester and must have at least 12 completed pages by the end of the semester. This counts as a project grade.
- **COLOR THEORY/PAINTING**
  - Discuss color theory: 3 days
    - Have students fill in the color wheel worksheet, color scheme worksheet, and neutrals worksheet.
  - Color Scheme and Selfies: 2 weeks
    - Take a selfie and learn how to posterize a picture.
    - Print and trace picture onto watercolor paper.
    - Paint using a color scheme.
  - Color Matching Abstract Design: 2 weeks
    - Use a 1"x1" view finder in a magazine to find an interesting composition, color, and shapes.
    - Enlarge and recreate the viewfinder image using paint, the colors must match.

- **VISUAL JOURNAL BOOK COVERS:** 2 weeks
  - Intro to collage, layering text, images, and color.
  - Students will create a book cover for their visual journals.
  - *This assignment can be dropped if students already completed it in the Intro to Art drawing focused course. It can be offered as an optional visual journal assignment, count the book cover at two visual journal pages at the end of the semester.*
- **EXPLORING MIXED MEDIA**
  - **Artist Trading Cards:** 1 week
    - Create mini-works of art using at least three different materials per card. Students will complete at least 10 cards.
  - **Artist Inspiration project:** 3 weeks
    - Randomly assign artists and work of art to students.
    - Have the students research the artist/work of art.
    - Create a painting based on the work of art (use as inspiration NOT a copy).
  - **Final Project (design your own):** 2-3 weeks
    - Students have the opportunity to explore their choice in subject matter and media by designing their own project.
    - *Keep this as an optional end of year assignment to fill time if needed. Every class works at different paces, if projects wrap early and you find extra time use this to wrap up the year. If you run out of time end with the artist inspiration assignment.*
  - **Final week:** Project wrap, visual journal wrap, art notebook wrap
    - Allow students to take this week to complete any work they need to submit at the end of the semester.

## Complete work at the end of the semester:

- **Designed Portfolio**
- **Introduction to Art Notebook:**
  - **Exercises:**
    - Color wheel worksheet
    - Color scheme worksheet
    - Neutrals Worksheet
    - How to posterize info sheet
    - Design your own project critique
    - Visual journal worksheets
  - **Sketches:**
    - 3 list it/sketch its for tempera batik man vs. nature
    - Artist inspiration research and 3 sketches for project
    - 3 sketches for design your own project
  - **Elements of Art Worksheets:**
    - Shape
    - Value
    - Form
    - Space
    - Texture
    - Line
    - Color
  - **Principles of Design Worksheets:**
    - Balance
    - Emphasis
    - Pattern
    - Unity
    - Rhythm/Movement

# TIMELINE

## SEMSTER OVERVIEW, PROJECT LIST, SUPPLY LISTS

# Introduction to Art

2015-2016

### What goals are set for this course?

1. For students to develop their skills in communicating visually and verbally through art.
2. For students to gain confidence in talking about and creating works of art.
3. For students to learn more about themselves through art.
4. For students to expand their knowledge of artists and art historical trends and periods.

### What are we going to do?

1. **Making art:** In this course you will be introduced to a wide variety of art making techniques and mediums. Many assignments will be tailored to allow you to explore your interests through art.
2. **Talking about art:** In class we will discuss artwork, current and historic. We will also critique, or talk about, your finished work.
3. **Writing about art:** Several times over the semester you will be asked to write about your work and the work of others. This writing could take the form of poetry, story, a persuasive piece, or an artist statement. Writing is meant to ENHANCE the art making experience and will never be used as "busy work" or punishment.

### What am I expected to do?

The following behaviors are expected from students in order to meet our goals:

1. **Ambition:** If you push yourself farther than you think you can go, you may surprise yourself with what you are able to accomplish.
2. **Professionalism:** CRAFTSMANSHIP, CLEANLINESS, EFFORT. Take care of your art, clean up after your self, be kind to others, and always try your best. You are here to learn and develop art techniques.
3. **Participation:** It is not an option to not participate. End of discussion. Art is about creating and discussing. For you to reap the full benefits of this course, you need to participate in art making activities, class discussions, and writing assignments.
4. **Open-mindedness:** New thoughts and ideas are constantly arising in the art world. In order to understand, appreciate, and have the creative mind to create wonderful artwork you must be open to new ideas and experimentations. Don't be afraid to try new things and have fun with it!

### How will I be graded?

1. **50% Projects:** Final projects will be graded on craftsmanship, ambition, engagement with assignments, and your overall final product. All projects are due on the day of the critique (various dates to be announced throughout the semester). I will grade all artwork after the critique. Unexcused late work will NOT receive full credit. In order for you to complete all projects on time, you will need to work the entire class period.

Attendance, punctuality, participation is expected and essential for your success in this class.



## Tell Me About You

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

### Class Schedule:

Class	Teacher
1 <sup>st</sup>	
2 <sup>nd</sup>	
3 <sup>rd</sup>	
4 <sup>th</sup>	
5 <sup>th</sup>	
6 <sup>th</sup>	
7 <sup>th</sup>	

Favorite Food: \_\_\_\_\_

Favorite Song/Band: \_\_\_\_\_

Favorite Animal: \_\_\_\_\_

Interesting fact about yourself: \_\_\_\_\_

School Activities: \_\_\_\_\_

### What do you like? (circle one)

Dogs or cats

### Would you rather....

Be invisible or able to fly?

Be rich and miserable or poor and happy?

# FIRST DAY

## SYLLABUS & GET TO KNOW YOU ACTIVITY

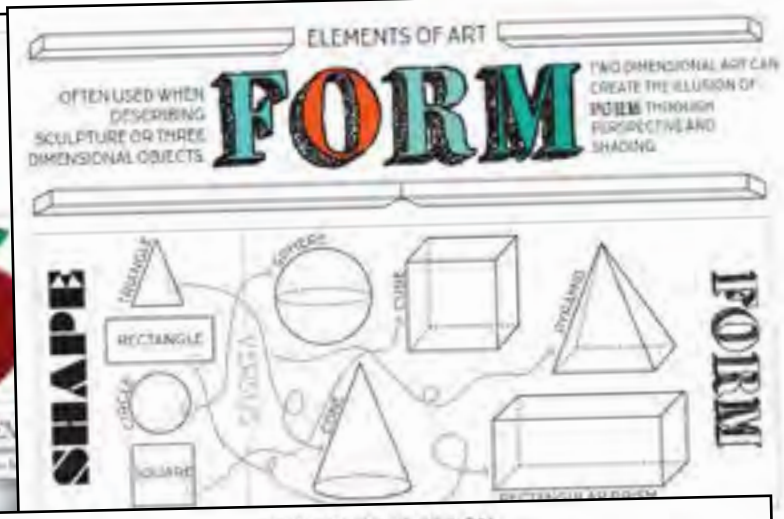
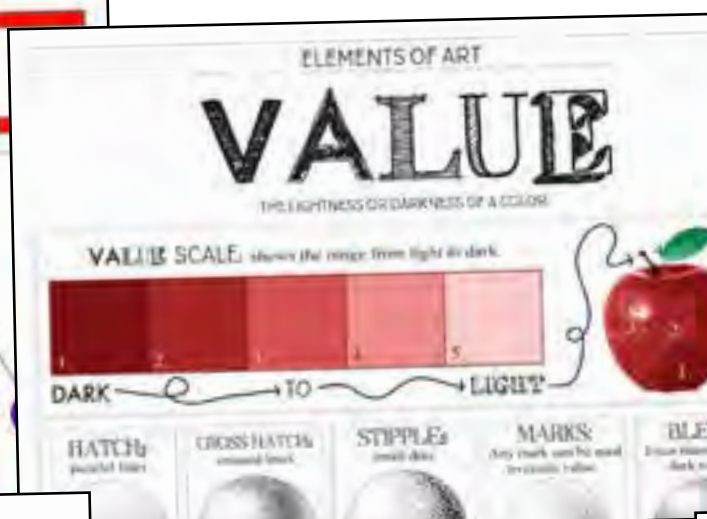
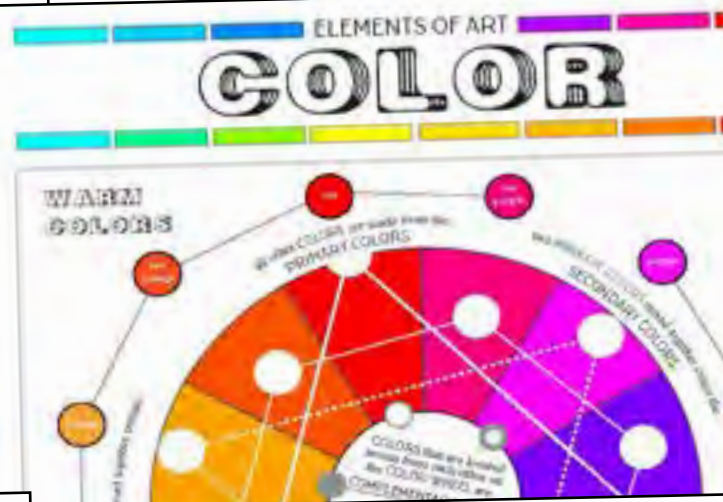
# ART NOTEBOOK

## TABLE OF CONTENTS:

### EXERCISES:

- Artist to Know worksheet
- Color wheel worksheet
- Color scheme worksheet
- Neutrals Worksheet
- Memory design worksheet
- Memory design critique
- How to posterize info sheet
- Artist trading card critique
- Design your own project critique
- Visual journal worksheets

### SKETCHES:



Course Title: Introduction to Art  
Course Level: F-3  
Teacher: Mrs. Pardo

## Introduction to Art

What goals are set for this course?

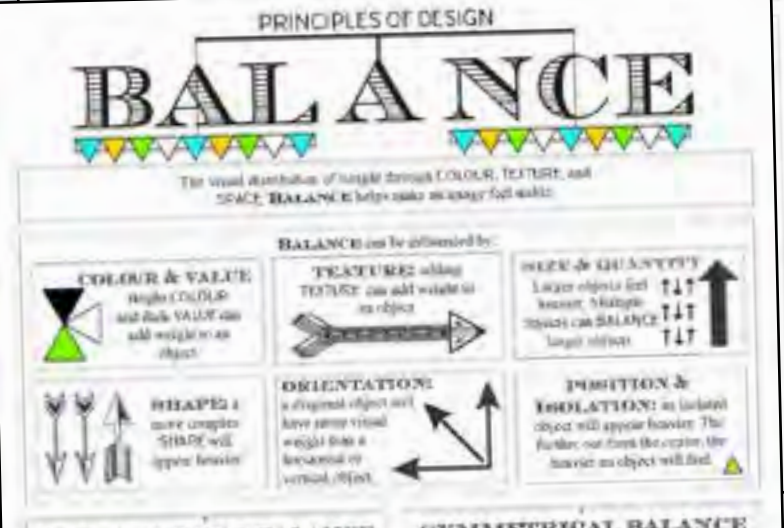
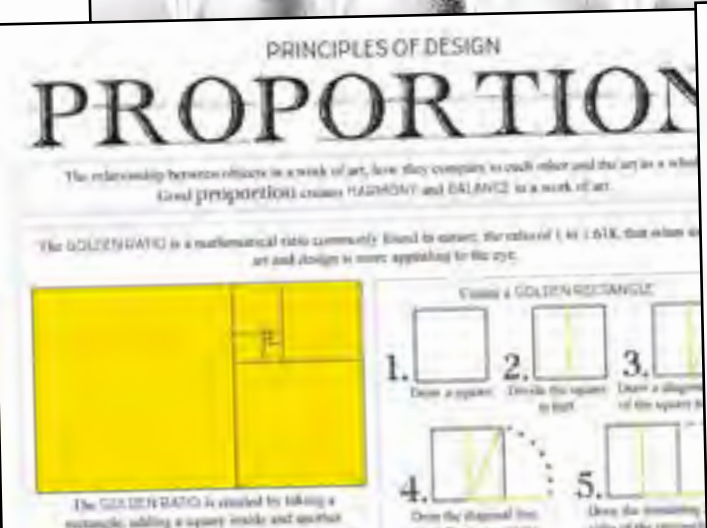
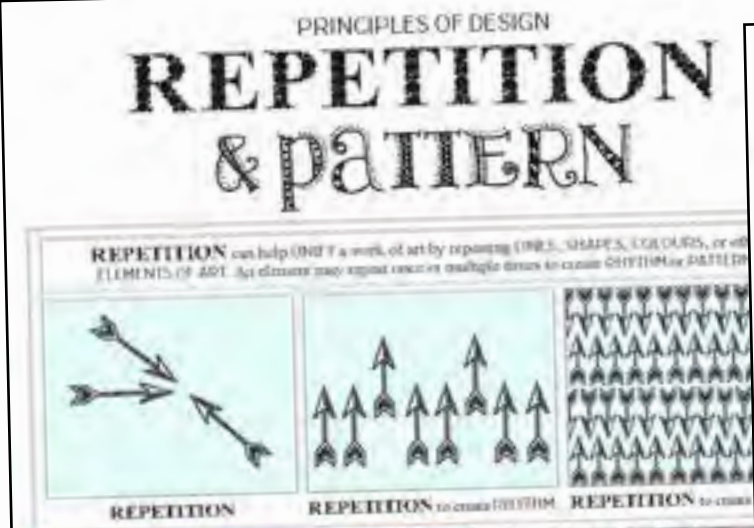
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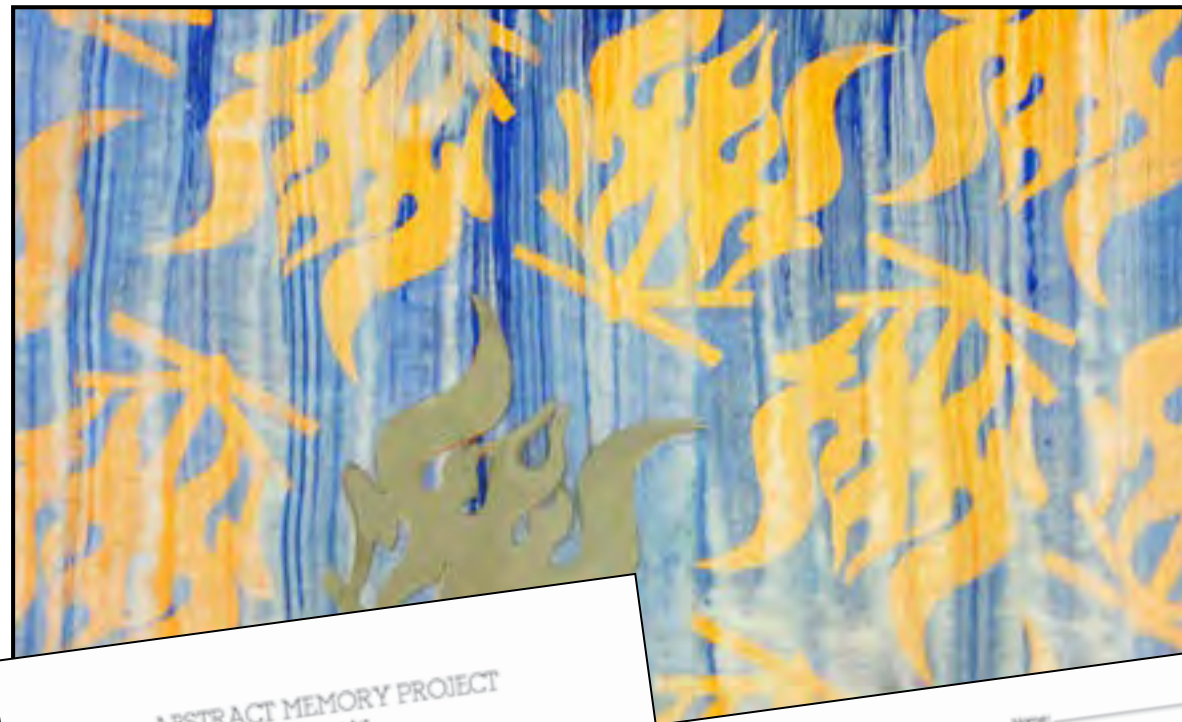
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# ART NOTEBOOK

TABLE OF CONTENTS, ELEMENTS & PRINCIPLES  
ACTIVITIES, & CLASS ORGANIZATION



ABSTRACT MEMORY PROJECT  
Abstract Art

BIG IDEA:  
• Abstract art and color schemes

INSPIRATION THROUGH MEMORIES

Name: \_\_\_\_\_

Directions: Try to think of a specific time and place the memory occurred. Then to take place five years ago or younger. Try to describe it in as much detail as you can.

Favorite childhood memory?

Think of a time when you were truly happy, what do you think of?

When you think of a time when you felt safe, what do you think of?

### The Color Wheel

1. Paint and label the three primary colors (R, Y, B) - there should be three spaces between each primary color.
2. Mix, paint, and label your secondary colors (O, G, P) - there should be a space between your primary and secondary colors.
3. Mix, paint, and label the tertiary colors.

### Color Schemes

Warm Colors

--	--	--

Cool Colors

--	--	--

Complementary Color Scheme

--	--

1. Research the following color schemes, figure out which color combinations fit the scheme.
2. Fill in the shapes with colors that correspond to the color scheme.
3. Make sure you are only using primary colors to mix the colors!
4. Use your color wheel as a guide!

### Grayscale

1. Paint the first square black.
2. Paint the last square white.
3. Mix 50% black and 50% white to create gray, paint the center square.
4. Add a little black to part of the gray to create an even step between the black square and gray square. Fill in the square. Do the same in the final square, but create a lighter gray by adding white.

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# UNIT #1

# INTRO TO PAINTING

4 PROJECTS, 8 ACTIVITIES

COLOR THEORY, ABSTRACT, COLOR SCHEMES, LANDSCAPES



# UNIT OVERVIEW

The pack includes:

- ✔ Color Theory Intro
- ✔ Color Schemes & Selfies
- ✔ Abstract Color Matching
- ✔ Abstract Memory
- ✔ Tempera Batik Landscape

## Color Theory Color Mixing and Color Theory

**BIG IDEA:**

- Color Mixing and Color Theory

**ESSENTIAL QUESTIONS:**

- What color combinations can you use to create other colors?
- What color combinations work best together?
- What role does color play in Op Art?

**GOALS:** For students to...

- Understand how to mix primary colors to create secondary and neutral colors.
- Understand what color combinations best complement each other.
- Learn about what role color plays in Op Art.

**OBJECTIVES:** Students will...

## Grayscale

1. Paint the first square black.
2. Paint the last square white.
3. Mix 50% black and 50% white to create gray, paint the center square.
4. Add a little black to part of the gray to create an even step between the black square and gray square. Fill in the square. Do the same in the final square, but create a lighter gray by adding white.



## Mixing Neutrals

1. Paint the top two circles in each group with complementary colors (ex: one circle blue, one circle orange).
2. Mix the complementary colors, 50% of each color, to create a neutral color. Fill in the lower circle of each group with the neutral color.
3. Repeat with three groups using a different complementary color set per group.



## Color Schemes and Selfies Personal Color Scheme

- BIG IDEA:**
- Painting your personality
- ESSENTIAL QUESTIONS:**
- What color scheme best reflects you?
  - How can you portray your personality through a selfie?
  - How can the use of technology help your work of art?
- GOALS:** For students to...
- Demonstrate their knowledge of color mixing and schemes by correctly prepping and using one in their painting.
  - Use technology to prepare for their artwork.
  - Consider how to best portray their personality through a picture.

- OBJECTIVES:** Students will...
- Take a selfie that represents their personality.
  - Choose a color scheme that reflects their personality and/or interests.
  - Size and posterize their selfie picture using Photoshop.
  - Trace the printed copy of their picture onto watercolor paper.
  - Paint the drawing using a specific color scheme, tints and shades.
  - Optional: Trace over the drawing with sharpie.
  - Write an artist statement explaining how the painting represents them.

- STANDARDS:** <http://www.nationalartstandards.org/>  
High School:
- ART:**
    - Visual Arts/Creating: VA:CR1.2.HSI: Shape an artistic investigation of a aspect of present day life using a contemporary practice of art or design.
    - Visual Arts/Connecting: VA:CA10.1.HSI: Document the process of developing ideas from early stages to fully elaborated ideas.
    - Visual Arts/Reflecting: VA:Re7.2.HSI: Analyze how one's understanding of the world is affected by experiencing visual imagery.

- SUPPLIES:**
- Cell phones and/or cameras
  - Computer and Photoshop
  - Printer
  - Pencils
  - 9"x12" watercolor paper
  - Acrylic paint
  - Paintbrushes

## Contour Line Unit

- BIG IDEA:**
- Drawing lines
- ESSENTIAL QUESTIONS:**
- What is a contour line?
  - How can you learn to accurately define an object?
  - How can you use contour lines to add detail to a drawing?
- GOALS:** For students to...
- Learn what a contour line is.
  - Practice paying attention to the outlines of objects when drawing them.
  - Learn to focus on the lines and shapes that make up an object rather than the object as a whole.
- OBJECTIVES:** Students will...
- Complete the homework worksheet.
  - Complete two quick-draw drawing worksheets.
  - Complete three contour line drawings.
  - Complete contour line sketches of various objects.
  - Complete a larger than life contour drawing of their object.
  - Complete a life size or larger than life contour drawing of an animal skull.
- STANDARDS:** <http://www.nationalartstandards.org/>  
High School:
- ART:**
    - Visual Arts/Creating: VA:CR1.2.HSI: Use multiple approaches to generate artwork.

- SUPPLIES:**
- Four-page worksheet
  - Quick-draw drawing worksheets

## Color Schemes and Selfies Rubric

Category	Expectations	Possible Points	Comments	Score
Selfie Picture	The picture is interesting, reflects the student's personality, and is well-lit and clear.	20		
Color Scheme and Printing	The student used a color scheme that is appropriate and well-matched to the image.	20		
Artist Statement	The student wrote an artist statement explaining why they chose the color scheme and how they used it.	20		
Craftsmanship	The student used a variety of colors and techniques to create a well-defined and detailed drawing.	20		
Creativity	The student used their imagination to create a unique and original drawing.	20		
Effort	The student put in a significant amount of time and effort to complete the project.	20		
Grade:				

## Abstract Art and Color Matching Viewfinder Assignment

- BIG IDEA:**
- Abstract Art and Color Matching
- ESSENTIAL QUESTIONS:**
- What is abstract art?
  - How can you abstract an image?
  - What techniques can you use to create a color?
- GOALS:** For students to...
- Learn about why abstract art.
  - Consider how they can find inspiration for an abstract work of art.
  - Experiment with ways they can match a color.
- OBJECTIVES:** Students will...
- Participate in a discussion about abstract art.
  - Use a viewfinder to find an abstract image in nature.
  - Draw the image from the viewfinder.
  - Match the colors in the original image through color mixing.
  - Write an artist statement about why they were drawn to the image, whether they think they were successful in abstracting it, and whether or not they successfully matched the colors in the original image.
- STANDARDS:** <http://www.nationalartstandards.org/>  
High School:
- ART:**
    - Visual Arts/Reflecting: VA:Re7.2.HSI: Analyze how one's understanding of the world is affected by experiencing visual imagery.
    - Visual Arts/Connecting: VA:CA10.1.HSI: Document the process of developing ideas from early stages to fully elaborated ideas.

- SUPPLIES:**
- 9"x12" watercolor paper

## Abstract Art and Color Matching

Category	Expectations	Possible Points	Comments	Score
Abstract Art	The student is able to create an abstract image that is visually appealing and well-defined.	20		
Color Matching and Printing	The student used the original image to create a color scheme that is well-matched to the image.	20		
Artist Statement	The student wrote an artist statement explaining why they chose the color scheme and how they used it.	20		
Craftsmanship	The student used a variety of colors and techniques to create a well-defined and detailed drawing.	20		
Creativity	The student used their imagination to create a unique and original drawing.	20		
Effort	The student put in a significant amount of time and effort to complete the project.	20		
Grade:				

## Tempera Batik Personal Landscape

- BIG IDEA:**
- Personal Landscape
- ESSENTIAL QUESTIONS:**
- What makes a good landscape painting?
  - What is a batik?
  - How painting techniques can you use to create a successful tempera batik?
- GOALS:** For students to...
- Research various landscapes and places they have a personal connection to.
  - Learn about and create the tempera batik process.
  - Share their understanding of the process by creating a tempera batik painting.
- OBJECTIVES:** Students will...
- Participate in a discussion about personal landscapes and tempera batik.
  - Complete a list of ideas of their own or different landscapes places they have a personal connection to.
  - Create a tempera batik of their landscape image.
  - Write an artist statement explaining why they chose this landscape to paint.
- STANDARDS:** <http://www.nationalartstandards.org/>  
High School:
- ART:**
    - Visual Arts/Reflecting: VA:Re7.2.HSI: Analyze how one's understanding of the world is affected by experiencing visual imagery.
    - Visual Arts/Connecting: VA:CA10.1.HSI: Document the process of developing ideas from early stages to fully elaborated ideas.

- SUPPLIES:**
- 9"x12" watercolor paper

## Personal Landscape Rubric

Category	Expectations	Possible Points	Comments	Score
Landscape Drawing	The student is able to create a landscape painting that is visually appealing and well-defined.	20		
Printing Techniques	The student used the original image to create a color scheme that is well-matched to the image.	20		
Artist Statement	The student wrote an artist statement explaining why they chose the color scheme and how they used it.	20		
Craftsmanship	The student used a variety of colors and techniques to create a well-defined and detailed drawing.	20		
Creativity	The student used their imagination to create a unique and original drawing.	20		
Effort	The student put in a significant amount of time and effort to complete the project.	20		
Grade:				

# COLOR THEORY

COLOR THEORY, COLOR SCHEMES, COLOR MATCHING, & MORE

Lesson Plans, PowerPoints, Rubrics Included

# Color Schemes

## Warm Colors



## Complementary Color Scheme



## Analogous Color Scheme



## Triadic Color Scheme



1. Research the following color schemes. Square out which color combinations fit the scheme.
2. Fill in the shapes with colors that correspond to the color scheme.
3. Make sure you are only using primary colors to mix the colors!
4. Use your color wheel as a guide!

## Cool Colors



## Split Complementary Color Scheme



## Square Color Scheme



# Grayscale

1. Paint the first square black.
2. Paint the last square white.
3. Mix 50% black and 50% white to create gray, paint the center square.
4. Add a little black to part of the gray to create an even step between the black square and gray square. Fill in the square. Do the same in the final square, but create a lighter gray by adding white.



# Mixing Neutrals

1. Paint the top two circles in each group with complementary colors (ex: one circle blue, one circle orange)
2. Mix the complementary colors, 50% of each color, to create a neutral color. Fill in the lower circle of each group with the neutral color.
3. Paint the three groups using a different complementary color set per group.

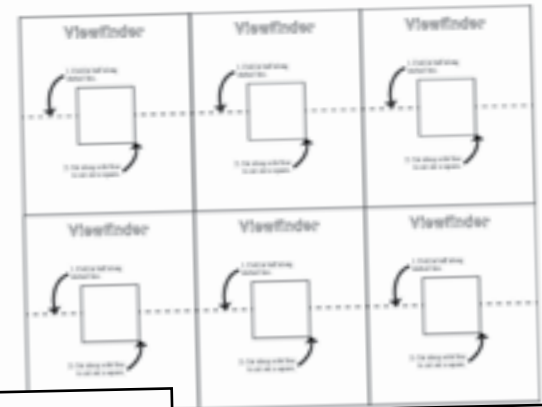


## INSPIRATION THROUGH MEMORIES

- Name: \_\_\_\_\_
- Answer the following questions. Do it in ink if you can and color the answer yourself. These don't have to be drawn, but they do have to be colorful. You'll be able to use them as a guide!
1. What is your favorite childhood memory?
  2. What do you think of a time when you were truly happy, what do you think of?
  3. What do you think of a time when you felt sad, what do you think of?
  4. What is your favorite recent memory?
  5. Choose one memory to describe in detail. Describe the scene, sounds, what you saw, who you were with, what you were doing, etc.

## ABSTRACT M

- Carefully look at each work of art. Pay attention to the colors, shapes, and lines. Answer the questions below.
1. What piece caught your attention?
  2. What do you think the design reflects?
  3. Which work of art do you like the most?



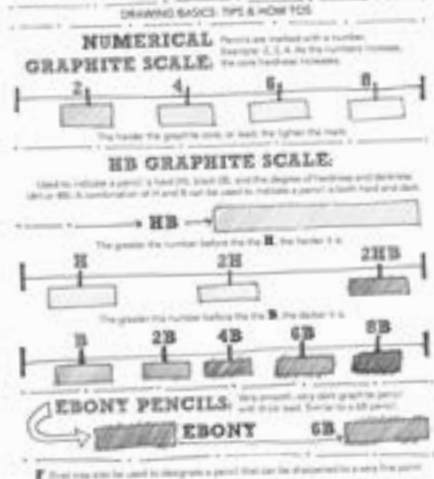
# The Color Wheel



## Personal Landscape Superlatives

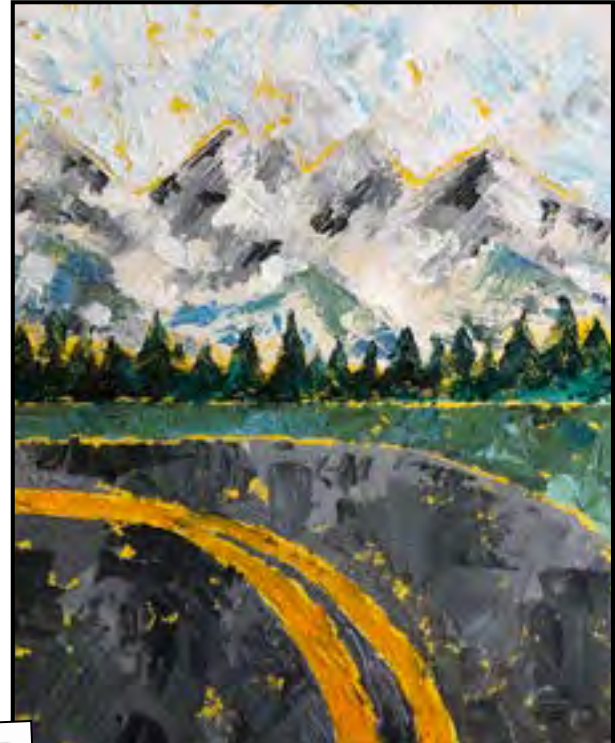
- Name: \_\_\_\_\_
- Choose a different work of art per category. Explain why you chose your work of art.
1. Best Use of Color: Most interesting composition, a lot of detail is included. Explain why you are selecting this piece as your work of art.
  2. Best Pointing Technique: Most interesting use of color, clear lines, a lot of detail. Explain why you are selecting this piece as your work of art.
  3. Best Use of Line: Application: Most interesting use of black, blue, and white. Explain why you are selecting this piece as your work of art.
  4. Best Use of Texture: Well written, informative, and shows the potential to be the best. Explain why you are selecting this piece as your work of art.
  5. Best Overall: Best example of the concepts taught without being overdone. Interesting detail, clear pointing techniques, good color, personal connection to the work, and good use of ink. Explain why you are selecting this piece as your work of art.

# GRAPHITE SCALES



# 8 ACTIVITIES:

WORKSHEETS, WARM UPS, CRITIQUES,  
INSPIRATION RESEARCH, & MORE



Artist Trading Cards  
Introduction to Mixed Media

Artist Trading Card Checklist

### The Color Wheel

1. Paint and label the three primary colors (RED, BLUE, YELLOW) in three squares between each primary color.
2. Mix, paint, and label your secondary colors (ORANGE, GREEN, PURPLE) in a row between your primary and secondary colors.
3. Mix, paint, and label the tertiary colors.

### Color Schemes

Warm Colors

--	--	--

Cool Colors

--	--	--

Complementary Color Scheme

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1. Research the following color schemes, figure out which color combinations fit the scheme.
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# UNIT #2

# MIXED MEDIA

4 PROJECTS, 15 ACTIVITIES  
COMBINING ART TECHNIQUES

# UNIT OVERVIEW

The pack includes:

- ✔ Visual Journal Project
- ✔ Artist Inspiration Project
- ✔ Artist Trading Cards
- ✔ Design Your Own Final Project

## Artist Trading Cards Introduction to Mixed Media

**BIG IDEA:**

- Experimenting with art making techniques and materials

**GOALS:** For students to...

- Understand space, emphasis, and balance
- Learn how to use multiple media in one work of art
- Consider what it means to trade their work of art

**ESSENTIAL QUESTIONS:**

- How can you create a successful work of art on such a small scale?
- How can you create a work of art using at least two different materials?
- How can you explore different ideas and create multiple works of art?

**OBJECTIVES:** Students will...

- Create at least 10 trading cards

## Artists and Artwork List

Vincent Van Gogh: Starry Night

Vincent Van Gogh: "Café Terrace at Night"

George Long: False Rose

Salvador Dali: The Persistence of Memory

Picasso: "The Old Guitarist"

Picasso: "Violin and Guitar"

Picasso: "Three Musicians"

Leonardo Da Vinci: "Mona Lisa"

Leonardo Da Vinci: "Flying Machine"

Roy Lichtenstein: "M-Maybe He Became III"

"Marilyn"

"Car"



### Visual Journal Information

**Resources:**

- Cloth Paper Scissors: <http://www.clothpaperscissors.com/>
- Look Between the Lines: <http://www.lookbetweenthelines.com/>
- Balzer Designs: <http://balzerdesigns.typepad.com/>

**Supplies:**

- Hardback books with strong binding
- Scissors and Xacto knives
- Magnifying glass (students will use a lot of magnifying for inspiration)
- Newspaper
- Pattern paper
- Watercolor
- Colored pencils
- Bleeding tissue paper (must be bought from an art store, normal tissue doesn't bleed)
- Sharpies (blue, extra fine, multi-colored, sharpies gelblends)
- Letter stamps
- Marking tape
- Spray paint
- Mod podge (learn how to do mod podge transfers here: <http://www.modpodge.com/videos/A3JF1VagE59Adefofmg.htm>)
- Packaging tape (learn how to do a tape transfer here: <http://www.tidid.com/2006/07/06/Photo-Transfer-With-Packaging-Tape/>)
- Dawn dish soap (mix with paint and water, use a straw to blow bubbles, place on the bubbles to pop them on the paper and create print bubble outlines)
- Any other art material that can be used on paper, the possibilities are endless, I continue to discover new materials everyday!

**Prompt:** Typically only offer prompts when I have a sub, but some kids like the guidance, so a few I used in the past. Look Between the Lines has challenges at the end of every visual journal post:

- Dreams and Nightmares:** Create a page about a dream or nightmare, state worst for your dream for the future.
- A Tribute:** Create a tribute to an important person in your life. They can be alive or a family member, historical figure or celebrity, it doesn't have to be someone you know personally.
- Materials:** Create a page using newspaper, duct tape, a sharpie, and a sheet of construction paper (your choice of color).
- Habit and Traditions:** Create a page about one of your habits (example: biting your nails, brushing your hair 20 times every day, reading before bed, covering your steps

### Final Project Design Your Own

**OBJECTIVE:**

- Design Your Own Project

**SKILLS:** For students to...

- Work independently to create their own project
- Consider what medium best reflects their subject matter
- Participate in a self-project critique and use their responses to improve their artwork

**ESSENTIAL QUESTIONS:**

- How can you work of art reflect your personality, emotions, and interests?
- How can you determine what the best medium is for you?
- How can you give your idea constructive criticism?

**OBJECTIVES:** Students will...

- Develop a concept for an original work of art
- Determine the best medium to use for their work of art
- Participate in a self-project critique and apply their responses to improving their artwork
- Create a work of art
- Write an artist statement about their work of art

**STANDARDS:** <http://www.ncted.net/standards.html>  
High School

- ART
- Visual Arts Creating, VA.CA.1.001: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design
- Visual Arts Creating, VA.CA.1.002: Engage in constructive criticism with peers, then reflect on, re-engage, revise, and refine works of art or design in response to personal artistic vision
- Visual Arts Responding, VA.AA.1.001: Analyze relevant criteria to evaluate the work of art or collection of works

### Artist Inspiration Self-Guided Project

**OBJECTIVE:**

- Artist Inspiration

**SKILLS:** For students to...

- Learn about other artists and artwork
- Learn how to use multiple media in one work of art
- Consider how they can include inspiration from other artists in an original work of art
- Independently develop an idea and choose a medium to work in

**ESSENTIAL QUESTIONS:**

- How can you find inspiration in other artist's artwork?
- How can you create an original work of art based on another work of art?
- How can you determine what material or medium to use for your work of art?

**OBJECTIVES:** Students will...

- Research an artist and work of art
- Write about the artist and work of art
- Develop an original work of art that is informed by the artist artwork they researched
- Write an artist statement about their finished product

**STANDARDS:** <http://www.ncted.net/standards.html>  
High School

- ART
- Visual Arts Exploring, VA.EA.1.001: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- Visual Arts Creating, VA.CA.1.002: Engage in constructive criticism with peers, then reflect on, re-engage, revise, and refine works of art or design in response to personal artistic vision
- Visual Arts Responding, VA.AA.1.001: Analyze relevant criteria to evaluate the work of art or collection of works

### Artist Trading Cards Introduction to Mixed Media

**OBJECTIVE:**

- Experimenting with an existing technique and materials

**SKILLS:** For students to...

- Understand space, emphasis, and balance
- Learn how to use multiple media in one work of art
- Consider what it means to trade their work of art

**ESSENTIAL QUESTIONS:**

- How can you create a memorable work of art on such a small scale?
- How can you create a work of art using at least two different materials?
- How can you explain different ideas and create multiple works of art?

**OBJECTIVES:** Students will...

- Create at least 10 artist trading cards
- Buy within the size limit of 3 1/2" x 5"
- Use at least five different materials per artist trading card and experiment with a variety of materials
- Participate in a critique of the completed artist trading cards
- Participate in a trading session in class or at school

**STANDARDS:** <http://www.ncted.net/standards.html>  
Elementary School

- ART
- Visual Arts Creating, Grade 4, VA.CA.4.001: Explore and extend an existing technique and approaches
- Visual Arts Creating, Grade 5, VA.CA.5.001: Experiment and develop skills in multiple art-making techniques and approaches through practice
- Visual Arts Creating, Grade 4, VA.CA.4.004: When making works of art, utilize and/or combine materials, media, and equipment to enhance the artwork's impact to yourself and others



### Final Project Rubric

Category	Expectations	Possible Points	Comments	Score
Subject Matter	The subject matter is interesting, new, and personally meaningful to the student.	20		
Medium Choice & Technique	Students have used a variety of materials and techniques in their artwork.	20		
Artist Statement	Students have written a paragraph explaining why they chose the subject matter and the materials they used.	20		
Craftsmanship	Overall a neat, well-thought-out, and thought on.	20		
Creativity	In interesting, useful thought outside of the box, and well-thought on.	20		
Effort	Students have done their best and put in a lot of effort.	20		
			Grade:	

### Artist Inspiration Rubric

Category	Expectations	Possible Points	Comments	Score
Artist Inspiration	The student has researched an artist and their work of art.	20		
Use of Material	Students have used a variety of materials and techniques in their artwork.	20		
Artist Statement	Students have written a paragraph explaining why they chose the subject matter and the materials they used.	20		
Craftsmanship	Overall a neat, well-thought-out, and thought on.	20		
Creativity	In interesting, useful thought outside of the box, and well-thought on.	20		
Effort	Students have done their best and put in a lot of effort.	20		
			Grade:	

### Artist Trading Card Rubric

Category	Expectations	Possible Points	Comments	Score
Artist Inspiration	The student has researched an artist and their work of art.	20		
Design	The design is interesting, new, and personally meaningful to the student.	20		
Participation	Students have participated in a trading session in class or at school.	20		
Craftsmanship	Overall a neat, well-thought-out, and thought on.	20		
Creativity	In interesting, useful thought outside of the box, and well-thought on.	20		
Effort	Students have done their best and put in a lot of effort.	20		
			Grade:	

# 4 PROJECTS:

VISUAL JOURNAL, ARTIST TRADING CARDS, ARTIST INSPIRATION, & MORE

**Lesson Plans, PowerPoints, Rubrics Included**

VISUAL JOURNAL TIPS: DEVELOPING IDEAS  
**IDEAS & INSPIRATION**

- Use your favorite quote or any quote you find inspirational, interesting or connect to.  


"Add the quote then decorate the page around it."
- Add song lyrics from your favorite song.  


"Add song lyrics here, then add decoration that visually reflects the song."
- Use magazines images.  


Cut out interesting images and collage them together.
- Doodle!  


Create an interesting, abstract design.
- Look online.  


Find new ideas, techniques, and images to inspire new journal pages.
- Experiment!  


Try new materials, cover a page with paint, splatter paint, finger paint, have fun!
- Consider your daily life. Is it fall? Is it your birthday? A Wednesday? Is a dance coming up? Make a page about it.  


FALL is here
- Add personal photos. Try a Mod Podge or tape transfer of a picture or glue it directly to the page. Make it personal!  


PERSONAL PICTURE
- Journal about big life events: graduation, getting married, a death, a new pet. Make a page about it!  


i do!
- Keep a list of ideas and a folder of interesting images to inspire a page when you don't know what to do.  


JOURNAL IDEAS & PICS

Name: \_\_\_\_\_  
**Artist Trading Card Critique**

Take time to carefully look at EVERY work of art on display. Pay attention to the variety of materials and techniques the artists used. Pay attention to whether or not the artist fulfilled the project requirements. Mentally choose a few that really stand out to you. You must choose a different artist trading card for every question below.

- Which artist trading card caught your attention first? Describe it IN DETAIL. Why did this trading card catch your attention?
- Which artist trading card has the best focal point best uses emphasis? Why? Describe in detail below.
- Which artist trading card displays the best use of balance? Why? Describe in detail below.
- Which artist trading card displays the best use of space? Why? Describe in detail below.
- Which artist trading card has the most interesting use of mixed media and art making techniques? Why? Describe in detail below.
- What can you learn by looking at your peers' works of art?
- Which of YOUR artist trading cards do you think best meets the project requirements?

HOW TO & TIPS  
**USING ACRYLIC PAINT**

Make sure brushes are fully washed out after using acrylic paint to prevent hardening and ruining the brushes.

- Acrylic paint is a great material to get solid coverage of your background. Add white to create highlights and black for shadows.  

- Paint a layer of paint, while it is still wet, press another color in. By painting paint onto texture and press it in your paper, both the texture and color are used.  

- Wash down acrylic paint and splatter paint with it.  

- Use your fingers to add texture. Bend the paper, roll, rollers, create hand prints, etc.  

- Use a dry brush to create texture. Dip the brush in paint, then use it to create texture.  

- Use a dry brush to create texture. Dip the brush in paint, then use it to create texture.  


**In-Progr**

- Take time to carefully look at a variety of subject matter, make a list of what you like, and see if you can find a few that really stand out to you. You must choose a different artist trading card for every question below.
- Which work of art caught your attention first? Describe it IN DETAIL. Why did this trading card catch your attention?
  - Which work of art has the best focal point best uses emphasis? Why? Describe in detail below.
  - Which work of art displays the best use of balance? Why? Describe in detail below.



HOW TO & TIPS  
**ADDING TEXT TO ART**

- Use various, block, lowercase, and uppercase letters. Cut out different styles from magazines and place them together for a fun look.  

- Use letters to add a dramatic effect to your page. Use the ink and a paint brush for a calligraphic look.  

*Curative adds drama*


- Use stamps to stamp text on your page. Stamp on a separate sheet of paper, cut it out, and glue it to your page.  

- Use the words on book pages to spark inspiration. Cut out words you don't need.  

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HOW TO & TIPS  
**BLEEDING TISSUE PAPER**

- Lay tissue paper on a sheet of paper. Paint over it with a wet brush and press out the color. Remove the bleeding tissue paper.  

- Use the bleeding tissue paper. Separate it out of the water and press through it to the dry water to make it stiffer.  

- Use the bleeding tissue paper in water. Separate the tissue paper and press through it to the dry water to make it stiffer.  

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# 15 ACTIVITIES:

WORKSHEETS, WARM UPS, CRITIQUES, INSPIRATION RESEARCH, & MORE

# BUYERS LOVE MY PRODUCTS:



““This curriculum has helped me in my first year of teaching art to JH and HS. While I am an artist myself, it was great to have it all planned out and ready for me to present. Such a time saver and well organized!”



“My students love this resource and added another area of dimension to my unit. Thanks!”



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Check out more projects for elementary through high school students.

Grab early finishers for those quick artists or an entire curriculum so you can focus on teaching.

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# LOOK BETWEEN THE LINES

## BY WHITNEY PANETTA



I'm Whitney, a former art teacher turned art curriculum developer. I now focus on designing art lessons, resources, & full curriculums for elementary, middle, high school art teachers, homeschool parents, & general art enthusiasts.

I am so glad to still be connected to the world of art education and I love seeing my resources "in the wild" all over the globe. Reach out anytime with questions or comments at [whitneywpanetta@gmail.com](mailto:whitneywpanetta@gmail.com).